



Program Portfolio
Modern Languages and Global Cultures
April 2008

Description of Program

The Modern Language and Global Culture program is the most internationally oriented program on campus. A very high percentage of MLGC students spend longer periods of time abroad, and come back enthusiastically talking about their experiences abroad. Our students travel all over Latin America and Europe (Germany, Spain) as well as other continents. The MLGC faculty are multilingual global citizens who have lived on different continents and regularly do research in exciting parts of this world, traveling from Mexico City to Machu Picchu in Peru, from Buenos Aires in Argentina to Marrakesh in Morocco (North Africa). The MLGC faculty attempt to instill a sense of adventure and curiosity about foreign countries, other languages and cultures in students. The number of MLGC students who travel abroad is constantly growing.

Not only geographically and culturally, but also academically our program offers a multitude of choices to our students. The newly approved MLGC major expands and combines degree options which to date were previously only available as minors at EOU. It offers students the choice of a Spanish Concentration, a Dual Language Concentration, or a Global Studies Concentration, requiring of majors the acquisition of a second language and culture, while making available also the possibility for third language and culture acquisition. The Spanish Concentration is designed primarily for students who choose teaching careers, while the other two concentrations are aimed at students whose professional goals lie in areas such as international business, international organizations, and the public sector. All modalities of the new major prepare students for academic work at the graduate level. The Spanish Minor program provides linguistic, cultural and literary study in their language areas. Students who complete any level of work in the Modern Languages gain skills in adapting to culturally diverse environments and in communicating with others using a variety of linguistic and cultural strategies.

How the Program Serves the Mission of the University and Needs of the Region

The major in Modern Languages and Global Culture (MLGC) at Eastern Oregon University (EOU) responds to needs in the labor market, resulting from a shift towards international markets in Oregon's economy and the rapid expansion of the Hispanic population and other immigrant communities in the West, particularly in rural areas. It offers students the opportunity to be more competitive on the labor market, providing them with the multi-linguistic proficiency and intercultural competence needed in an increasingly internationalized economy. As rural areas diversify their economies and connect to the circuits of the global economy, it is of increasing importance that Oregon University System (OUS) campuses in rural areas be better equipped to deal with the challenges that result from transformations in the regional economy and labor market. The new major brings EOU in line with academic offerings at other OUS campuses, particularly those in urban areas.

This newly-inaugurated bachelor's degree program grew out of minors in Spanish and German (and a few years ago, French). It already has attracted new students and a growing interest in the region, although it has suffered a major setback with the suspension of the minor in German. A new course in Spanish for the Health Professions promises to be a thriving offering that will always attract and serve regional professionals. Other Spanish courses for professionals are being planned. The new language degree will also help regional students expand their horizons through study abroad and other international experiences, for which students indicate a high level of interest.

Programmatic Outcomes/Objectives

Bilingualism / Multilingualism:

In all three concentrations, students will acquire proficiency in at least a second language. The goals for language study in the department are:

- at the first-year level students will learn the four skills essential to proficiency in any language (reading, writing, listening and speaking).
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- Second-year courses develop these skills further
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- Upper division courses continue with skill-building, while incorporating more complex analysis, based in critical thinking, performed in the target language.
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The Modern Language Department has identified outcomes with proficiency-based guidelines, as outlined in the internationally recognized standards of the American Council on the Teaching of Foreign Languages (ACTFL). With upper division work required in all three concentrations, as well as study abroad experience, students can expect to develop an intermediate high to advanced level of proficiency. These goals are integrated in individual courses as well as the program at large.

Intercultural Competency.

Through the diversity of its course offerings, the new program will lay an excellent basis for the acquisition of intercultural competency, which will be deepened and internalized during the study abroad experience.

Throughout the program students will:

1. Acquire and develop linguistic skills in Spanish and/or German (other languages possible with study elsewhere).
2. Communicate with others using a variety of linguistic and cultural strategies.
3. Develop analytical and interpretive skills in reference to language use and cultural difference.
4. Acquire familiarity with cultural production and history of countries of language use (upper division courses)
5. Be prepared to adapt to culturally diverse environments.

Key Programmatic Assessments

At each level of the program (beginning, intermediate, advanced and content-specific) the five outcomes are assessed using the following tools:

1. Discreet point testing on quizzes, written tests, and oral tests.
2. Testing of functional benchmarks through written tests, oral tests, role plays, simulations, and interviews, essay assignments, research papers and projects, Web-quests, multi-genre projects and creative products.
3. State-wide, nationally, and internationally recognized assessments including the Oregon Benchmark IV Oral Assessment, ACTFL Oral Proficiency Interview, European Language Passport Self-Assessment, and Common European Frame of Reference (CERF) Certificate Tests, PRAXIS.

Oral Proficiency Testing

a) Terminal Oral Proficiency Exam

Students who are seeking a Major in Modern Languages and Global Culture or a minor in Spanish must pass the Oral Proficiency Exam prior to graduation. The exam tests linguistic proficiency required for graduation and is given by arrangement. The Oral Proficiency Exam follows the recommendations of the American Council of Teachers of Foreign Languages (ACTFL). In order to demonstrate proficiency for the Spanish minor, students must achieve a rating of Intermediate-High on the ACTFL scale. For the Spanish major, a rating of Advanced-Low is required. For the Dual Language and Global Studies concentration and the Spanish minor, a rating of Intermediate-High is required. Students who fail the OPE have to retake the exam until they have achieved the required level of proficiency. All the ML-faculty at EOU are trained for ACTFL testing.

b) OPE Pre- and Post Study Abroad (starting academic year 2008/2009)

An Oral Proficiency Exam for linguistic proficiency and intercultural competency check administered prior to Study Abroad Experience and upon return from Study Abroad Experience.

Capstone Project

As is required of all graduates of EOU, students earning the Modern Languages and Global Culture degree will complete their studies with a capstone project. In preparation for this individually designed research project, students will enroll in the capstone course, SPAN/MODL 401, where expectations and means of meeting them are clearly delineated. The conclusion of the capstone project includes presentation and discussion of the project to relevant faculty, and if appropriate, at the student research symposium at EOU.

Recent Programmatic Changes

Recent years saw university-wide changes which affected modern language programs at EOU in both positive and negative different ways. In 2001 changes were implemented in the degree status of majors in Theater and Art: students were offered the option of a B.S. in those majors. This led to a reduced demand for lower division language courses. A new admissions requirement for two-years of high school language study, which came into effect in 2001, raised demand for two quarters of introductory language study. With university-wide changes to the general education program and the graduation requirement (from the writing proficiency exam to the course-based University Writing Requirement), Modern Languages is current in offering coursework in both programs.

The Modern Language faculty has worked to counteract the forces that impacted the program negatively by expanding a) its upper division offerings in Spanish and b) its offerings on-line in Spanish (formerly DDE). The on-line program has seen very good demand for lower division distance education courses in first-year courses, and moderate to healthy demand for second year Spanish and upper division courses on Hispanic language, literature, and culture. The on-campus Spanish program saw the introduction of a third year series entitled „Language and Culture“, which aims at consolidating students' performance in all skill areas: oral and aural performance, reading and writing skills, and cultural competency.

After an unsuccessful attempt to strengthen the program by creating a major in 2004, the academic year 2007-2008 finally saw the expansion of the ML Program into a “Modern Languages and Global Culture” Major program that offers three different sub-concentrations. Ironically, after this move towards an expansion of the program, the minor in German was put at abeyance during the fall of 2008. This move signifies a substantial debilitation of the initiative to create a flexible major for EOU students.

As part of the process of instituting the Major in Modern Languages and Global Culture, the Modern Languages Department underwent an assessment of its curriculum, current and future needs, and enrollment figures. Old course offerings were evaluated and linkages to other programs were explored. In order to meet the needs of Oregon's industry, public sector and the related labor markets, MLGC started to collaborate with other departments (OHSU Nursing Program and EOU Business Program) to create language courses for the professions. The spring term of 2007 saw the initiation of “Spanish for Business”, and the academic year 2007-2008 the initiation of “Spanish for Health Care Professionals”. Languages for the professions were introduced both in the on-campus and on-line format.

Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction

In order to consolidate the program and make maximum use of available resources, the following structural changes have been put into effect:

- to adjust to demand, courses were set up on a one-, two-, or three-year rotation.
- to reduce administrative overhead, the Spanish program consolidated its courses by creating 4-credit courses out of two separate (3 + 1) credit courses.
- the number of upper-division courses offered each term has been reduced to two, which is the absolute minimum to allow students to earn enough credit towards their minor or major.

Other tendencies:

MLGC sees a growing number of students who choose to participate in a study abroad program or find some other possibility to spend an extended period of time abroad. This has had a very positive effect on students' performance. The negative effect of this development is declining enrollment in upper division courses on campus.

During the past two years, the on-line and on-site course offerings have been expanded. As with on-campus offerings, a minimum of two upper division courses is needed per term in order to satisfy graduation needs. MLGC is currently exploring the possibility of expanding its on-site offerings in order to strengthen students' acquisition of oral skills. We are also exploring the possibility of setting up a summer school for professional Spanish.

Student Accomplishments

Modern Language and Culture students participate in local and regional conferences, and have received scholarships and awards. In 2004, one of our students received the Distinguished Students Award at EOU, as well as the James Weatherspoon Scholarship. In 2007, Neva Sanders became a contributor to the publication "Teaching Multi-writing: Researching and Composing with Multiple Genres, Media, Disciplines and Cultures" by Robert L. Davis and Mark Shadle. Students with minors in German, Spanish and International Studies have gone on to graduate school programs in Jurisprudence, Peace Studies, Economics, Romance Languages, Law School and International Relations at highly regarded American and international universities.

Programmatic Assessment: Synthesis and Recommendations

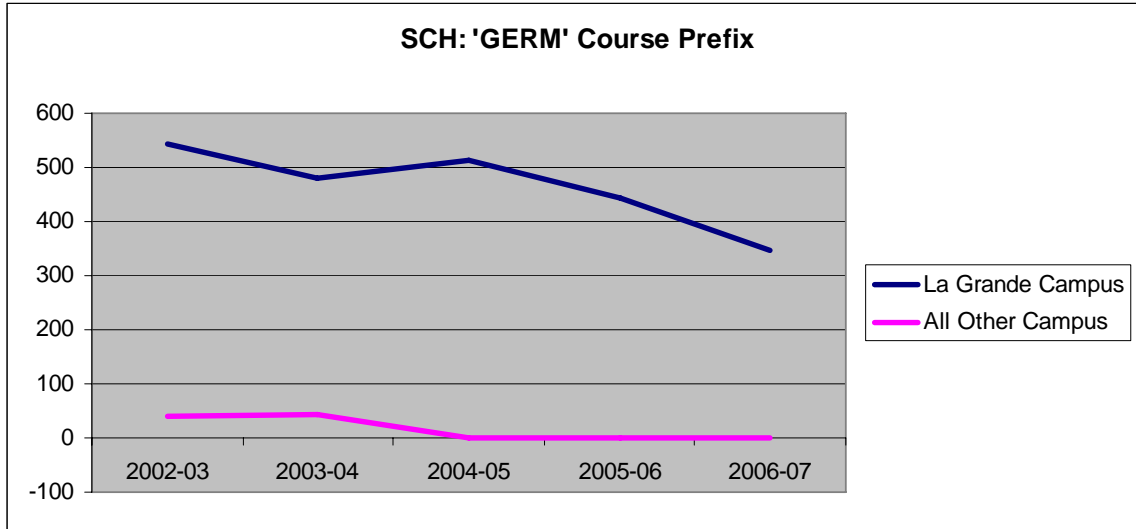
In accordance with overall developments at EOU, the importance of online instruction in MLGC has grown. Despite this trend, most resources (in terms of fte) are dedicated to on-campus instruction. As in the case of other programs, on-campus students continue to receive more attention than on-line students. If the trend towards online-instruction continues, MLGC needs to shift some of its focus towards online instruction. Course offerings should be stabilized to the degree that a major in Spanish can be offered on-line.

In the Spanish program, students' performance in the Oral Proficiency Exam (OPE) has improved over the last couple of years. Notably effective has been the introduction of a third year series that combines training in the four skills and cultural competency. MLGC is currently looking into the expansion of assessment (currently covering aural and oral skills) to include reading and writing skills, as well as cultural competency. We are also beginning to measure the value of the study abroad component by evaluating students' performance before and after their period abroad. MLGC is also currently looking into the possibility to expand assessment (currently covering aural and oral skills) to include reading and writing skills. Oral proficiency remains the weak point in online instruction. Some distance education students have had to delay their graduation considerably due to the requirement of oral proficiency. MLGC is seeking to redress that problem by investigating new possibilities for students to improve their oral proficiency through immersion weekends.

Enrollment and Program Performance

Eastern Oregon University

5 Year Student Credit Hours Generated by 'GERM' Course

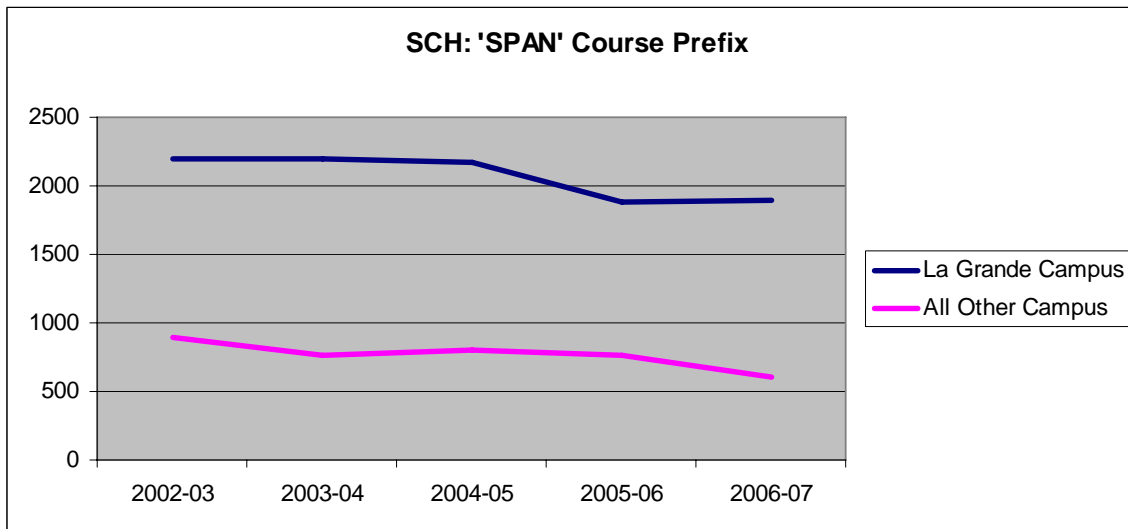


Prefix

	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	545	479	512	444	348
All Other Campus	40	45	0	0	0
Total	585	524	512	444	348

- Data includes all terms, effective end-of-term

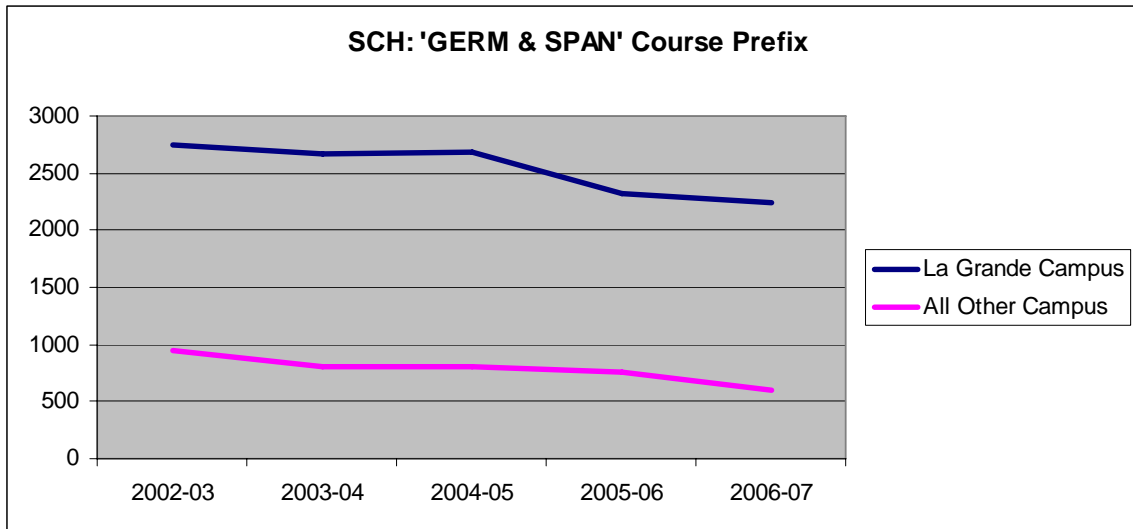
5 Year Student Credit Hours Generated by 'SPAN' Course Prefix



	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2203	2195	2177	1876	1894
All Other Campus	900	767	803	758	605
Total	3103	2962	2980	2634	2499

- Data includes all terms, effective end-of-term

5 Year Student Credit Hours Generated by 'GERM & SPAN' Course Prefix



	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2748	2674	2689	2320	2242
All Other Campus	940	812	803	758	605
Total	3688	3486	3492	3078	2847

- Data includes all terms, effective end-of-term

Commentary on Enrollment and Graduate Trends

The student enrollment numbers for MLGC has to be considered within the framework of the general trend in enrollment at EOU during the past couple of years, which has been declining, specifically on the main campus. MLGC is among those programs whose performance in terms of enrollment has been significantly above average under these conditions. The trend towards decline has been withstood, as enrollment numbers have remained markedly stable. While the German program showed a decline, enrollment in Spanish has been stable, and enrollment in German and Spanish combined has been above campus average. Notably, also, in the academic years 2002-2003 and 2004-2005 with additional 101 sections offered in fall, enrollments in German rose slightly. The official figures even understate the relative success of MLGC, because the figures that are reported exclude the student credit hours that are taken by students while they are studying abroad—as an integral part of their studies,

and which are recorded in their transcripts upon return to campus. Through this error, the work performed by MLGC students at the upper division level (and their financial significance to EOU) is significantly under-represented.

Students in the Modern Languages Department include up to five (5) minors per year in German and eight to twelve (8-12) in Spanish. The Modern Languages Department sees numbers of graduates completing the Liberal Studies degree with a dual minor in German and Spanish comparable to the number of students who graduate in Music, History, Computer Science/Multi-Media, Psychology, Theatre, and Art. Like the figures on SCH, graduation figures for ML are seriously flawed: they ignore all those students who graduate in Liberal Studies and have a modern language as their minor. Since the initiation of the MLGC major, about 5 students have opted for this new specialization.

Program and Course Scheduling Requirements

Fall 2006-7	Cr. Hrs.	Enr.	Fall 2009	Cr.Hrs.	Enr.
Span 107 on c.	4	28	Span 107 on-c.	4	29
Span 107 on-c.	4	30	Span 107 on-c.	4	32
Span 107 on-c.	4	23	Span 107 on-c.	4	23
Span 107 on-c.	4	25	Span 107 on-c.	4	30
Span 107 on-c.	4	13	Span 107 on-c.	4	5
Span 107 on-c.	4	16	Span 107 on-c.	4	24
Span 107 on-line	4	25	Span 107 on-line	4	18
Span 108 on-line	4	12	Span 108 on-line	4	9
Span 109 on-line	4	1	Span 109 on-line	4	0
Span 207 on-c.	4	16	Span 207 on-c.	4	14
Span 207 on-c.	4	11	Span 207 on-c.	4	11
Span 207 on-line	4	5	Span 207 on-line	4	5
Span 321 on-c	4	8	Span 321 on-c.	4	17
Span 338 on-c.	4	4	Span 345 on-c.	4	13
Span 310 on-line	4	13	Span 310 on-l.	4	7
Span 338 on-line	4	4	Span 321 on-line	4	13
			Span 350 on-line	4	5

SCH on campus	40		SCH on campus	40	
Winter 2008			Winter 2009		
Span 108 on-c.	4	23	Span 108 on-c.	4	27
Span 108 on-c.	4	17	Span 108 on-c.	4	28
Span 108 on-c.	4	27	Span 108 on-c.	4	21
Span 108 on-c.	4	24	Span 108 on-c.	4	26
Span 107 on-line	4	13	Span 107 on-line	4	18
Span 108 on-line	4	10	Span 108 on-line	4	15
Span 109 on-line	4	1	Span 109 on-line	4	0

Span 208 on-c.	4	15	Span 208 on-c.	4	11
Span 208 on-c.	4	10	Span 208 on-c.	4	8
Span 208 on-line	4	6	Span 208 on-line	4	5
Span 322 on-c.	4	9	Span 322 on-c.	4	11
Span 339 on-c.	4	17	Span 353 on-c.	4	17
Span 322 on-line	4	5	Span 322 on-line	4	10
Span 344 on-line	4	8	Span 346 on-line	4	5

SCH on campus 32

SCH on campus 32

Spring 2009

Spring 2010

Span 109 on-c.	4	18	Span 109 on-c.	4	19
Span 109 on-c.	4	17	Span 109 on-c.	4	27
Span 107 on-line	4	16	Span 107 on-line	4	20
Span 108 on-line	4	5	Span 108 on-line	4	13
Span 109 on-line	4	7	Span 109 on-line	4	4
Span 209 on-c.	4	10	Span 209 on-c.	4	11
Span 209 on-c.	4	8	Span 209 on-c.	4	5
Span 209 on-line	4	5	Span 209 on-line	4	6
Span 323 on-c.	4	4	Span 323 on-c.	4	5
Span 346 on-c.		4	Span 348 on-c.	4	7
Span 321 on-line		4	Span 321 on-line	4	10
Span 350 on-line		4	Span 326 on-line	4	5

SCH on campus 24

SCH on campus 24

Summer 2009

Summer 2010

Span 207 on-c.	4	9	Span 207 on-c.	4	
Span 208 on-c.	4	9	Span 208 on-c.	4	
Span 209 on-c.	4	7	Span 209 on-c.	4	
Span 107 on-line	4	11	Span 107 on-line	4	
Span 108 on-line	4	6	Span 108 on-line	4	
Span 109 on-line	4	1	Span 109 on-line	4	

SCH on campus 12

SCH on campus 12

Please note: the above numbers do not reflect the demand to be foreseen because some 200 and 300 level courses that used to be offered will not be offered in the future. Some figures have been adjusted accordingly. However, demand at these levels will be higher than indicated above.

Total SCH Required per academic year (General Education and service courses and major courses)

Total-----load hours

(Note: this calculation already takes into account the transfer of 0.5 fte due to the assignments for Prof. Regina Braker as division chair).

Total SCH is 2847

ON Campus SCH _____

ONLINE SCH _____

ON SITE SCH _____

SCH/Faculty Need

On campus _____cr hr/ 36

Staffing

Teaching staff is composed of Regina Braker, Ph.D., Professor of German; Jill Gibian, Ph.D., Associate Professor of Spanish; Barbara Schulz, Ph.D., Assistant Professor of Spanish; Teresita Gutierrez, M.A., Senior Instructor; Neva Sanders, B.A.; Instructor.

Faculty Accomplishments

Regina Braker continues to carry out funded research on pacifist feminists, with conference papers at national and international symposia and publications in internationally recognized journals. Her interest in Second Language Acquisition motivates her ongoing participation in the Goethe Institut Trainer Netzwerk, and regular conference workshops and sessions at statewide, regional and national conferences. For this work she has been recognized language teachers' association over the last ten years with state, regional, and national awards.

Barbara Schulz has presented research papers at international conferences and publish on diaspora literature. Conferences: New Directions in the Humanities: Tunis, July 2006; Istanbul, Turkey July 2008.

Her most recent publications is: "Home and Identity Between East and West, Past and Present" in Cuentos de Las Dos Orillas: The Gardens of Al Andalus in Rosé Régas' Short Story 'El molino de viento'. International Journal of the Humanities, Vol. 4 No 2, pp. 89-94. She recently received a scholarship from the National Endowment for the Humanities (NEH) to participate in the summer seminar: "Andean Worlds: New Directions in Scholarship and Teaching" in July 2008, Peru.

Jill Gibian is currently on sabbatical. Her research is funded by Fulbright.

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty in modern languages, the following total FTE are available:

Total = 3.8 fte

2) Efficiency Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in SPAN/GERM prefix courses is _____. Student load hours/1.0 FTE = 2847: 3.5 load hours per faculty member.